DOCUMENT RESUME

ED 263 240 UD 024 504

TITLE	Human Relations Training Program Handbook for Employers and Social Workers. Transitional Black Women's Project.
INSTITUTION	Atlanta Univ., GA. Women's Inst. for the Southeast.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	83
NOTE	34p.; For related Documents, see UD 024 502-505.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Blacks; Disadvantaged; Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Females; *Human Relations; Racial Bias; Sex Stereotypes; *Social Workers; Work Attitudes
IDENTIFIERS	*Transitional Black Womens Project GA

ABSTRACT

This handbook provides seven hours of training in human relations skills for employers and social workers dealing with transitional black women (the population of women who are underemployed, unemployed, undereducated, poor, or unaware of educational or occupational opportunities available to them). The workshops are designed to allow employers and social workers to engage in dialogue and exchange ideas directed at improving agency-consumer relations; to explore employer/employee needs and responsibilities; and to become sensitized to factors which impede success for transitional black women. The handbook includes: instructions for administrators of the training workshop, training activities, an evaluation and follow-up activity, and variations in response to the program model. Workshops are structured to accommodate as many groups as desired with one trainer per eight to ten participants. The workshop objectives are to: (1) explore perceptual differences which impede communication between social workers, employers, and transitional black women; (2) examine societal or systemic factors which impede success for this group; (3) examine how differences in cultural and social backgrounds act as hindrances to communications; and (4) discuss the roles of social workers and employers in helping transitional black women achieve more success in both their family relationships and their job situations. (CG)

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Transitional Black Women:

Human Relations Training Program Handbook for Employers and Social Workers

Published by WISE Women's Institute of the Southeast

UD024504

TRANSITIONAL BLACK WOMEN'S PROJECT:

TRANSITIONAL BLACK WOMEN: HUMAN RELATIONS TRAINING PROGRAM HANDBOOK FOR EMPLOYERS AND SOCIAL WORKERS

Women's Institute of the Southeast
Atlanta University Center
Atlanta, Georgia

Women's Educational Equity Act Program
U.S. Department of Education
T.H. Bell, Secretary

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ACKNOWLEDGEMENTS: This report was prepared by the staff of the Women's Institute of the Southeast.

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Printed and distributed by:
The Women's Institute of the Southeast
223 Chestnut Street S.W.
Atlanta, Georgia 30314

TRAINING MODEL BACKGROUND

INTRODUCTION

Purpose of the Handbook

This human relations training for Employers and Social Workers seeks to teach skills needed not only by the transitional women but also by the employers and social workers with whom these women have the kind of contact that contributes to their self-images. The workshop was designed to allow employers and social workers to engage in dialogue and exchange ideas directed at improving agency-consumer relations; to explore employer/employee needs and responsibilities; and to become sensitized to factors which impede success for transitional Black women.

This handbook is designed as a model for the steps to be taken in planning similar training programs. It has been divided into three sections.

SECTION I: Instructions for Administrators of the Training Workshop
SECTION II: Training Activities
SECTION III: Evaluation and Follow-up Activity
SECTION IV: Valuations in Response to the Program Model

The workshop is structured to accommodate as many groups as desired with a trainer/participant ratio of 1 trainer to 8-10 participants per group. The workshop schedule was developed to operate under the following guidelines:

1. Dividing participants into small heterogenous groups.
2. Assigning one trainer to every group of 8 to 10 participants.
3. Combining the groups during session one and session two, session three and five.
4. Scheduling workshops to last a total of seven hours.
5. Conducting sessions over a span of two days—one half-day session per day.

The Human Relations Training workshop sessions are based upon three basic assumptions. They are:

1. Transitional Black women labor under the double discrimination of racism and sexism in their search for employment.
2. This bias necessitates special programs emphasizing image building and human relations skills.
3. Human relations training for employers and social workers is essential. It enables them to understand the problems faced by their employees and clients, respectively. Training also provides them with knowledge and insight for making more significant contributions to the development of a mutually beneficial supportive climate for personal and professional growth.

The goals of the Human Relations Training workshops are listed below:

1. sensitize employers and social workers to the special needs of transitional Black women
2. seek support from employers and social workers in helping transitional Black women develop better self images
3. seek the aid of employers and social workers in securing employment for transitional Black women

Specific workshop objectives are to:

1. explore perceptual differences which impede communication between social workers, employers, and transitional Black women
2. examine societal or systemic factors which impede success for transitional Black women
3. examine how differences in cultural and social backgrounds act as hindrances to communications
4. discuss the role of social workers and employers in helping transitional Black women achieve more success in both their family relationships and their job situations

Training also should emphasize the transitional Black women's need for recognition as a woman:

1. who has skills?
2. whose network does not enhance her desire for full employment?
3. who lacks employability and upward mobility resources?
4. whose role models are not in traditional success modes?
5. whose education and exposure have not followed traditional models?

SECTION ONE

INSTRUCTIONS FOR ADMINISTRATORS OF THE TRAINING WORKSHOP

Section One

Instructions for Administrators of the Training Workshop

Recruitment of Participants

Participants attending the workshops should be recruited from the following sectors:

1. employers and representatives of personnel staffs from business and industry either current and potential employers of transitional Black women and with some experience in the employment of such women
2. social workers from the local area concerned in some manner with transitional Black women

Employers and social workers are busy and practical people. A day, or even a half-day, out of the office or away from client service can result in disorganization and financial loss. Commitment prior to the program is essential for good participation and can be easily obtained by taking the following steps:

1. Develop a list of probable participants representing business, social agency, and school personnel.
2. Write letter of invitation explaining the training and ask for participation. If possible, clarify the relationship of the workshop to the organization's total employee or client development program and explain the value of the workshop to the productivity goals of the organization (see Sample A).
3. Address the letters of invitation to business, social agency and school personnel with decision making authority.
4. Mail the letters well in advance of proposed program starting date.

Letters should be preceded and followed up by telephone calls and, where possible, by personal contact. The letter of invitation includes a response form to be returned at a designated time. Sample copies of letters and response forms are included.

Additional recommendations for participant selection and workshop planning include the following:

1. Diversity among participants, both as to the organizations they represent and the positions which they occupy within the organization is essential. Diversity of this nature will increase the potential for sharing and learning possibilities during the training sessions. While it is likely that the business participants may comprise personnel directors and recruitment managers, persons from the supervisory and decision making levels should be encouraged to attend. Social agencies are likely to have a high percentage of case workers as their representatives, but special invitations, telephone calls, personal contact, etc. should be extended to coordinators of social services and to those in other supervisory positions.
2. Benefits can be gained from including presently employed as well as future employers and social workers as training participant. Mutual benefits from their participation would be that the students would enjoy dialogue with experienced professionals concerning their experiences, while the professionals would be challenged by the enthusiasm and idealism of the students. Recruiting potential employers and social workers who are still in training requires close coordination with local schools of social work and business. An additional by-product that might result from interaction between the school personnel and the human relations training planners in the recruitment process is the school's commitment to building positive attitudes and sensitivity in future employers and social workers.
3. Inviting a surplus of training participants will insure the attendance of a desired minimum number in the event of last minute withdrawals.

The role of trainers

Trainers should be persons trained in group dynamics and counseling or other aspects of sensitivity training and who are experienced in working with the population of women who are underemployed, undereducated, generally poor, and unaware of educational or occupational opportunities available to them. Their role in the training process includes:

1. facilitating self-awareness
2. becoming change agents
3. giving support
4. planning and initiating activities within the sessions
5. communicating and giving feedback to other trainers
6. helping provide feedback to participants
7. aiding directing participants self-evaluation and growth process
8. stimulating conferences for individuals demonstrating need
9. resisting injecting personal attitudes and behaviors in the group process

Staff also should participate jointly in program planning, meet frequently during program execution to assess progress, and modify activities when necessary and take an active part in the process of evaluation. Joint planning and evaluation by all persons involved in the teaching process are essential to the training program.

SAMPLE A

Letter of Invitation

Dear

I am writing to solicit your participation, or that of an appropriate representative from your agency, on (*date of sessions*) and (*date of sessions*) in a special project seminar sponsored by the (*name of your agency or group*).

The specific project for which I am seeking your participation in is the Transitional Black Women's Project, a model program for providing equity to women in the Southeast (*or name of appropriate region or local area.*) The aim of this project is to dispel dysfunctional images possessed by these women in order to enable them to analyze and respond effectively to adverse conditions and to assist them in establishing meaningful careers.

(*Describe the participants in your organizations.*)

I am contacting your (*agency/business*) to ask you to identify (*social service workers or personnel department employees*) who would be interested and willing to participate in a human relations seminar. The seminar will foster an exchange of ideas about ways to improve agency-consumer relations as they relate to the unique status, needs, and problems of transitional Black women.

Please let me know of your interest in being one of the 20 (*social service workers or representatives of business and industry*) to participate in this human relations seminar by returning the enclosed form or by contacting me at (*telephone number*) at your earliest convenience.

Sincerely,

(*signature*)

Training Workshop Administrator

SAMPLE B

Response Form For Social Agency

Response Form

Name of Agency _____
Public ( ) Private ( )

( ) My agency is interested and would like to participate in the Human Relations Seminar of the Transitional Black Women's Project scheduled for (*date of sessions*).

Name of representative who will participate _____

_____

Title of representative _____

_____

Number of years representative has been employed with your agency _____

( ) My agency will not be in a position to participate in the Human Relation Seminar of (*name of your agency*) scheduled for (*date of session.*)

SAMPLE C

Date

Dear:

You have expressed an interest in participating in the Human Relations Seminar for employers and social workers being sponsored by (*name of your agency*). The seminar will be held on (*date or day*) and on (*date or day*) from (*time of sessions*). Each session has been scheduled for a half day in consideration of the time constraints of the participants. The location for the (*name and location of seminar*).

The coordinator of our human relations program will facilitate the sessions with the assistance of several trainers.

During this two-day session we plan to work with the participants in an attempt to identify and explore the problems and concerns firms and agencies have with regard to the women who are participating in the Institute's Transitional Women's Project.

Please come prepared to share in the dialogue and to offer your suggestions and insights regarding employer-employee needs and responsibilities. We hope that this session will provide us all with a better understanding of and a renewed committment to improving the relationship between those who address the needs of transitional women and the women themselves.

Should you have any questions, please do not hesitate to call me. We look forward to meeting you on (*date of session one*).

Sincerely,

(*Signature*)

Training Workshop Administrator

Group Dynamics as a Training Methodology

This human relations training program utilizes the small group and group dynamics methodology pioneered by the National Training Laboratory in Washington, D.C., and popularized by Kenneth Benne and his colleagues at the Boston University Human Relations Laboratory.

Principles involved in the utilization of a group as a medium of re-education (for removing stereotypes, changing self-concepts, etc.) are as follows:

1. involvement and mutual support
2. joint planning
3. permissiveness
4. contrasts (perception and acceptance of alternatives to present practice)
5. feedback (common and individual reactions of trainer and other group members to one another's ideas, values, behavior, and feelings as explored by the group)

The small, face-to-face group is conducive to building the kind of rapport among participants and with trainers that permits them to discuss their problems, give feedback to one another, and try out new behaviors. It emphasizes affective education—that is, examination of attitudes, values, behaviors, and human relations skills—as well as facilitates the transfer of information, knowledge, and concepts.

Physical Planning

Careful attention should be given to physical arrangements that will be conducive to the smooth flow of training activities. Location accessibility is the first consideration; business people and social workers often are reluctant to attend sessions held in hard to find buildings on busy campuses located long distances from the central city. Any location agreed upon should contain the following:

1. an entrance or lobby large enough to accomodate registration activities
2. a large, accessible room with moveable chairs that can be rearranged easily to form a large circle or several small circles and viewing or listening audiences as needed
3. several easily accessible small rooms with moveable chairs to be used for small group sessions
4. audiovisual and other teaching aids (e.g. overhead projector, blackboard, easel, and chart paper, etc.)

Collection of Data

Data concerning the workshop outcomes should be collected by a variety of means. The workshop administrator will distribute copies of:

1. Training Evaluation Form—this form is to be used by participants after each session. Copies of this form should be supplied to them for their immediate use at the conclusion of each training session. The form is located on page 24.
2. Trainer's Daily Report—this form is to be used by the trainers as a tool for recording information regarding their group's activities. This tool will provide information for trainer's use during pre-session and post-session evaluation meetings. The form is located on page 26.
3. Business Questionnaire—this form should be sent to the participants who have committed themselves to attending the training program. The form is to be returned to the administrator. The information should be processed and given to the trainer(s). This questionnaire provides background useful for training sessions. This form is located on page 8.

SAMPLE D

Business Questionnaire

Firm: _____

_____

Representative: _____

_____

1. How old is the firm and what does it do?
2. What is your title and what are your responsibilities?
3. Do you hire or supervise employees?
4. Are you the affirmative action officer? ( ) yes ( ) no
5. Does your firm have an affirmative action program? ( ) yes ( ) no
6. If the answer to question #5 is yes, is this a ( ) voluntary or ( ) statutorily imposed program?
7. What are its policies regarding affirmative action? What is its record?
8. Has this firm ever had a discrimination suit filed against it?
9. Could you provide us with a copy of your firm's portfolio and special or other reports that characterize your workforce (i.e., age, race, sex, positions, educational level, etc.)?
10. In your estimation, what are the most serious problems between employers and employees?
11. What do you consider the best means of resolving problems between employers and employees? (collective bargaining, etc.)
12. Can you identify any problems which appear unique to your Black female employees?
13. What corporate or other social benefits accrue from employing transitional Black women?
14. Are there any particular concerns or issues you would like to discuss in the Human Relations Seminar?
15. What are the characteristics of the work force?
16. Where are your offices and branches located (locally)?
17. What does its present job market look like?

SECTION TWO

TRAINING ACTIVITIES

Day One
Session One

SECTION TWO

Day One: Session One

The objectives of the first day are the following:

1. establish rapport between the trainer and participants
2. obtain perception of participants with respect to their attitudes and problems regarding transitional women

The first session of this day will require welcoming orientation activities through the following methods:

Registration

- It is helpful to set up immediately for registration outside of the conference room to be used to house the sessions. A long table will serve for this purpose and should be staffed by members of program staff.

Welcome and Orientation

- Participants should be welcomed to the training by program staff.
- Participant should receive an overview of the training sessions and a schedule of sessions including times and locations by room name.
- Provide an opportunity for participants to share their rationale for attending the training.
  —their expectations of the training
  —their needs as they perceive them in regard to their interactions with transitional women within their employment place
- Present a profile of the transitional women, their need for support in employment and their need for improved self-images and career awareness.

Objectives for sessions two, three, and four are for participants to do these tasks:

1. share personal experiences concerning interaction with transitional women
2. engage in discussion among themselves and with trainers concerning factors affecting employment of transitional women
3. participate in skill exercises to sensitize them to cultural differences
4. engage in the progress of evaluating the usefulness of the training
5. examine their personal commitment to aiding transitional women
6. examine their agencies' commitment to aiding transitional women

In addition, the presence of transitional women during these sessions may provide some work reality testing in their dialogue with employers and social workers.

Session Two

Session Two

During the second session, it is important to devote time for examining societal factors affecting employment of transitional women. Invite a consultant or consultants knowledgeable in the areas of the discussion topics. These topics should focus on the following:

1. Labor Market: employment and quality of worker
2. Personal productivity: absences, tardiness, illnesses affecting productivity
3. Corporate Philosophy: recognize the possibility of racism and chauvinism

After the presentation by the consultant, the trainer should coordinate informal discussion concerning previously discussed topics. Possible questions for exploration during this period may relate to ways an employer might do the following:

1. allow for individual differences among employees
2. develop sensitivity to worker's needs
3. temper the corporation's hiring practices by communicating their own philosophies
4. use honesty in their interactions with transitional women

Day Two
Session Three

Session Three

Session three necessitates the use of at least two consultants. One consultant should come from the employment/personnel sector to discuss the employer's role in aiding job adjustment of transitional Black women. The second consultant should be a social worker who has background in family welfare who can discuss the role of the social worker in aiding personal and family adjustment of transitional women. Provide consultants with guidelines emphasizing:

The work ethic: there has been a change in workers' perception of job performance. The entry-level employee is critical of employer demands and the discipline which work often requires. This is a trait valued by transitional women. As a result of technological advancement, workers have become disassociated with the total product or service for which they are partly responsible; they do not see themselves as part of the total unit.

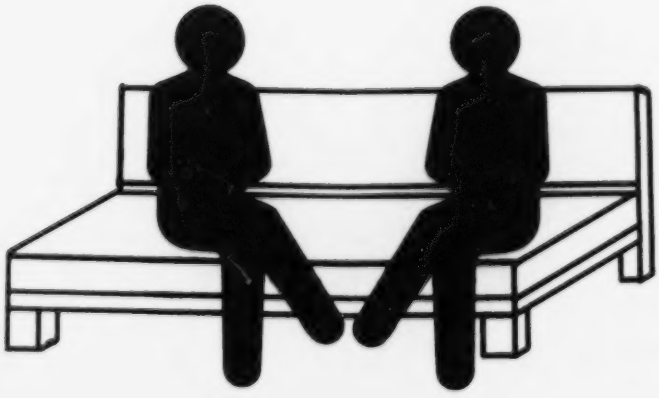
Employer role: the employer should assist workers in identifying the quality of life they want. This will help enforce the discipline required for sustained performance.

Employer intolerance: workers perceive employers as lacking in tolerance and patience. Employers should help employees plan their work and should recognize workers as people, not as functions.

Training and supervision: both are integral parts of decreasing entry level employee turnover. Employers should give workers positive titles (e.g. housekeeper instead of maid). Entry-level workers are not given adequate training, and most workers are not provided regularly scheduled work appraisals.

Opportunities for advancement: job advancement opportunities should be played down if opportunities are not present. The employee manual should be reviewed with the worker to clarify fringe benefits, (e.g., sick leave, vacation, hospitalization, and advancement opportunities). No workers should be promised more than an employer can supply.

Provide social workers with the same information, but emphasize the impact that these factors have in regard to personal attitudes and adjustment of family members. In this way, both consultants can interact and show the relationship between their two roles. For group discussions, there should be one trainer per group for the purpose of coordinating the group activity.



Session Four

During this session, the group is divided into small discussion groups. The groups should use the information provided by the consultants in session three as background for indepth exploration concerning the following areas:

Helping Professions and Communication: key issues to consider.

Employers and those in the helping professions must recognize their responsibility to accept transitional women, where they are; help them to recognize problems; eliminate stumbling blocks that act as barriers to their personal and professional growth; put them in touch with resources to help them; and then give support as they work through their problems. Both the participants and the training staff participate in two experiences which focused on refining listening skills and understanding the impact of differences in perceptions among individuals.

Cultural differences and communication: key issues to consider.

Most people from urban backgrounds have little knowledge of rural norms. These differences in norms impact on interaction between employers, social workers, and transitional women. In communication, nonverbal communication is important. This form of communication may be misread as a result of differences in perception. (e.g., rudeness may be expressed when the employee feels the need for defense not as an aggressive and hostile act). Include a discussion dealing with Maslow's hierarchy of needs, highlighting need attainment differences between transitional women, employers, and social workers.

The final discussion topic for small group examination centers upon three major variables that "connote" success for workers which usually are absent for transitional women. This portion may be led by trainers who are knowledgeable of one of the following variables.

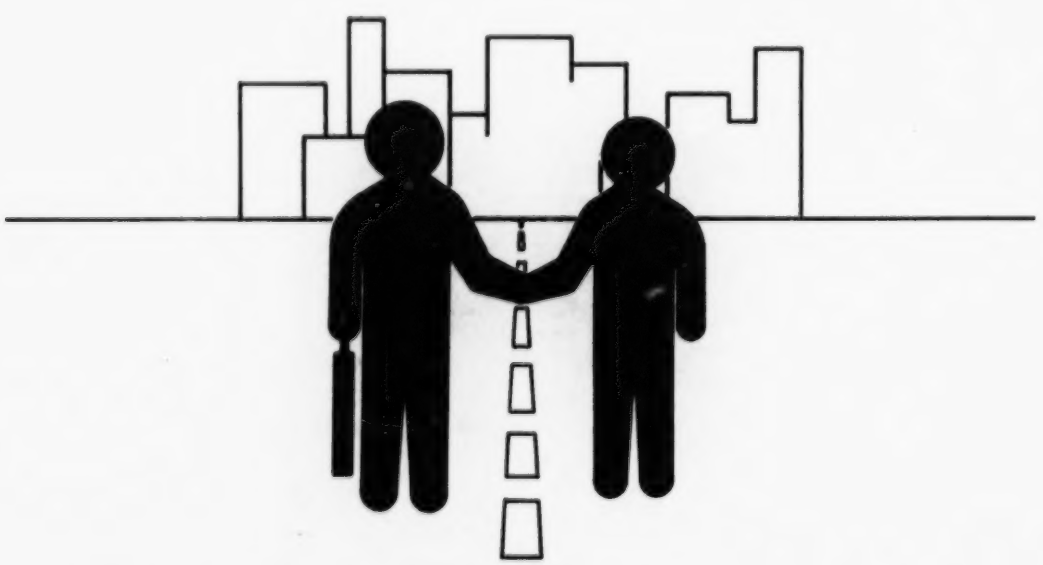
Networking: usually the successful person is a member of a group which circulates information helpful in securing and maintaining a position or career advancement, and provides a support system for problem solving. This network is accessed through such means as formal education, exposure to successful individuals, family ties, and political bargaining. Networking is the basis of the "ole boy" concept.

Education/exposure: provides a level of confidence and security as well as a wide range of knowledge which may be lacking with the transitional Black women.

Role models: demonstrate adaptable success-oriented behaviors found to be tried and true. These behaviors are the embodiement of the purpose, value, goals of someone you want to be like.

Mentors: serve as guides and inspiration to personal and career success. They provide an intellectual parenting role which helps the employ develop success oriented attributes and behaviors which many transitional women lack.

Role models and mentors can best be enacted through the use of role playing methodology. Useful role playing situations can be developed by participants using hand out one and two on the following pages. It is suggested that the social workers and transitional women take opposite roles using handout two, "Some Gripes Expressed by Employers About Employees," and allow employers to use handout one, "Some Gripes Expressed by Employees About Employers."



HANDOUT 1

Some Gripes Expressed by Employees About Employers

They tell me to do something else when I'm not finished with what I've started.
He has his family in the way when I'm working
Some of them disrespect you, but they want all of the respect
They look at you as if you're a wild animal
They stand behind you when you're working
They tell you to do other people's work
I'm told to do overtime but don't get paid for it
Some of them have bad attitudes
Some of them report late for work
I'm hired to do one particular job but end up doing a variety of other jobs
Some of them do all the talking and never let you speak
They mistake me for someone else
I'm often rushed by the person in charge
The person in charge tries to become intimately involved or friendly with the student
The boss always thinks that every Black woman is a sex object
You get paid for one thing, and they want you to do another
When they can't get next to you, they will always pick on you until they get you off the job
When other workers or employees are trying to tell you how to do your job or when to do it; how they want you to do it so the boss can get on you or fire you, so they can have it just the way they want it, or just keep telling the boss things to make you want to quit the job
The boss doesn't keep necessary supplies on hand
They think you should take something (abuse) from them because you work for them

HANDOUT 2

Some Gripes Expressed by Employers About Employees

They're late for appointments (do not listen to reason).
They're rude (if hiring a professional we are less tolerant).
They often have negative attitudes and complain frequently.
Some of them have chips on their shoulders (relates to employer's attitude-cooperative philosophy).
They're lazy. They want the money but do not want to do the work.
They're usually unskilled and resent any training process.
They do not want supervision.
They want a lot of time off.
They do not want to work on weekends.
They do not want to start off at entry-level jobs. They want to make a lot of money quickly.

Session Five

During this session, the group is expected to share workshop experiences. This is a wrap-up session providing participants with several opportunities to:

1. share their learning experiences regarding the two day training
2. discuss how they may integrate their learning into their world of work
3. evaluate the merits of the training program (The evaluation process follows in Section Three.)

SECTION THREE

EVALUATION AND FOLLOW UP

EVALUATION

The evaluation process should include these components:

1. daily planning
2. future training program planning
3. follow-up activity planning

The evaluation process must include information from the following individuals:

1. participants
2. trainers
3. internal evaluator

The evaluation can be conducted by the following methods:

1. *Training Evaluation Form* (See Sample E) is administered at the end of each day for the entire program. This instrument allows participants to rate activities and to register general comments and cricitisms
2. *Daily Training Report* (See Sample F) is used to evaluate each day or each session. Administrator and trainers meet before and after each daily session to do the following:
   - —record attendance
   - —assess progress made by the group
   - —discuss problems encountered
   - —assess overall progress and needs
   - —plan for next session
3. Internal Evaluator is a person trained and experienced in conducting and evaluating human relations sessions. This person
   - —reviews and evaluates plans for the training session
   - —suggests changes where necessary
   - —makes periodic site visitations (continuous attendance advisable)
   - —interviews participants
   - —reviews Training Evaluation Forms, Daily Training Reports, and other documentary material
   - —conducts final evaluation
   - —makes recommendations

Follow-up Activity

Suggested follow-up activity includes:

1. take action where possible on suggested follow-up activities which may be indicated in Training Evaluation forms or from oral comments during the training
2. pursue individual follow-up with employers and social workers who commited themselves to future aid in the program
3. maintain contact with firms and agencies through written communication to keep them interested in the program

SAMPLE E

Training Evaluation Form

Training Program: _____ Date _____

Trainer(s): _____ Location: _____

Instructions: To determine whether this training participant met its objectives and your needs, we would like you to give us your honest opinion of the design, presentation, and value of this training experience.

PART I

PLEASE CIRCLE THE NUMBER THAT BEST EXPRESSES YOUR REACTION TO EACH OF THE ITEMS BELOW. THE LAST PAGE PROVIDES SPACE FOR YOUR COMMENTS.

1. The organization of the training program was:

   1 2 3 4 5 6 7
   POOR FAIR EXCELLENT

2. The objectives of the training program were:

   1 2 3 4 5 6 7
   POOR FAIR EXCELLENT

3. The work of the trainer(s) was:

   1 2 3 4 5 6 7
   POOR FAIR EXCELLENT

4. The ideas and activities presented were:

   1 2 3 4 5 6 7
   DULL INTERESTING VERY INTERESTING

5. The scope (coverage) was:

   1 2 3 4 5 6 7
   INADEQUATE ADEQUATE VERY ADEQUATE

6. My attendance at this training program should prove:

   1 2 3 4 5 6 7
   NO BENEFITS BENEFICIAL VERY BENEFICIAL

7. Overall. I consider this training program:

   1 2 3 4 5 6 7
   POOR FAIR EXCELLENT

Training Evaluation Form

PART II

PLEASE WRITE ANSWERS TO THE FOLLOWING QUESTIONS:

1. Were you satisfied with the range of topics discussed?

   Yes_____ No_____ Why or why not?_____

2. What kinds of topics should have been included?_____

3. Which session(s) was the most stimulating?_____

   Why?_____

4. Which session(s) was the least stimulating?_____

   Why?_____

5. What was the best feature of the workshop?_____

6. What did you like least about the workshop?_____

7. Would you attend other workshops of this nature? Yes_____ No_____

   Why?_____

   Why not?_____

SAMPLE F

Trainer's Daily Report

Date: _____

Trainer _____

Total number of participants _____ Number of participants present _____

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer comments:

SAMPLE G

Workshop Schedule

Day One

PURPOSE: To discover ways of helping Transitional Women make better adjustments to their jobs and living situations.

OUTLINE OF SESSIONS:

Day One

Session I: General Assembly

1:30 - 1:45 Registration

1:45 - 2:35 Welcome and Overview of Program

Overview of the Workshop Program and Introduction of Human Relations Trainers by the Coordinator of Human Relations

Introduction of Participants

- Participants in buzz groups of 3 or 4 persons
- Participants make brief statements of expectations or needs

Profile of the Transitional Woman by the Research Coordinator

Session II:

2:40 - 4:30 Presentation by Consultant: "Factors That Affect the Employment of Transitional Women"

Informal discussion: questions, answers, and sharing of expectations

SAMPLE H

Workshop Schedule

Day Two

Session III:	General Assembly
9:00 - 10:00	Presentations by Consultants
	"The Role of the Employer in Aiding the Job Adjustment of Transitional Women"
	"The Role of the Social Workers in Aiding Personal and Family Adjustment of Transitional Women"
Session IV:	Small Group Meetings
10:15 - 12:00	Communications in the Helping Professions and in Job Success
	Examination of Cultural and Social Differences that Impede the Success of Transitional Women
	Networking
	Education Exposure
	Role Modeling/mentoring
Session V:	General Assembly
12:10 - 1:00	Sharing Workshop Experiences
	Evaluation

SECTION FOUR

VARIATIONS IN RESPONSE TO THE SESSIONS

Variations in Response to the Session

In the model program it was concluded that

1. Employers must be more subjective, allow for individual differences among employees, develop sensitivity, and hear, for example, the worker's cry of "give me a break."
2. Employers and social workers can learn from sharing experiences with each other and participating in a common set of human relations skills exercises.
3. Social workers can benefit from increased sensitivity and knowledge concerning factors which impede success for transitional women